



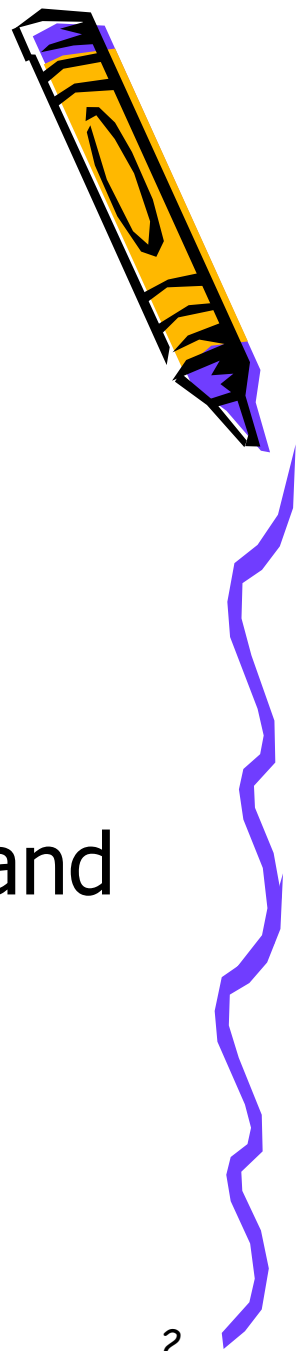
# **Arizona's Accountability Systems 2009: NCLB and AZ LEARNS**

**Arizona Department of Education**

**Research and Evaluation Section**



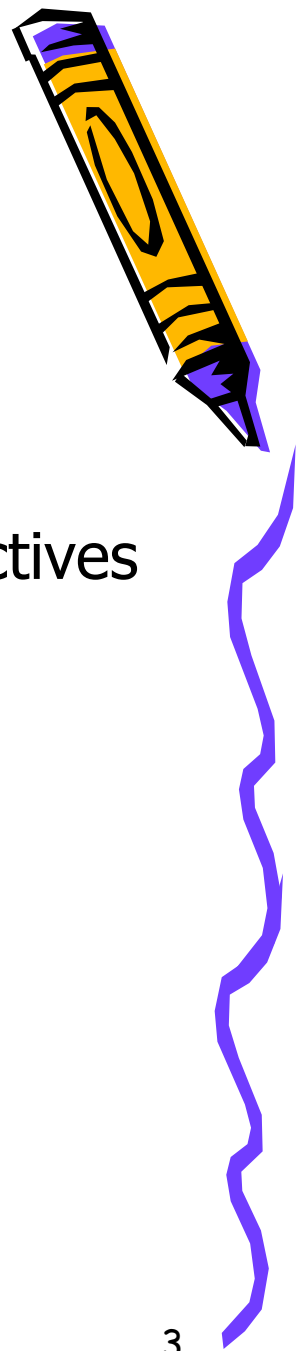
# No Child Left Behind (NCLB)



- Overview of AYP evaluation.
- Changes for 2008-2009.
- ADE timelines for data correction, preliminary classifications, appeals, and final AYP determinations.



# Three Components for Determining Adequate Yearly Progress (AYP)



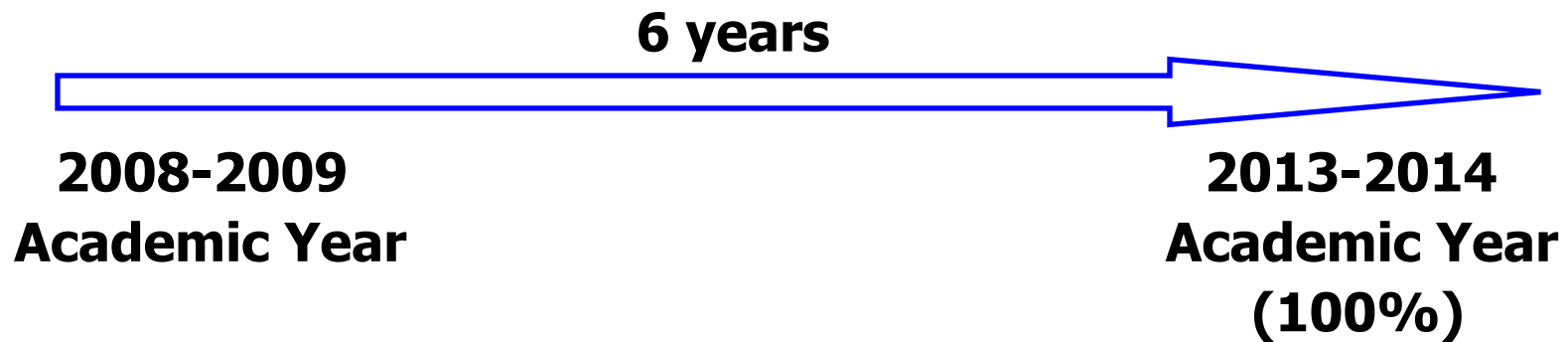
- 95% of enrolled students must be assessed.
- Students must meet all Annual Measurable Objectives (AMOs).
- Students must meet threshold or demonstrate adequate gain for the Additional Indicator:
  - High schools – graduation rate
  - Elementary schools – attendance rate



# NCLB Expectations for Adequate Yearly Progress (AYP)



- 100% of students must be proficient in the state's academic standards (reading and math) by 2013-2014.



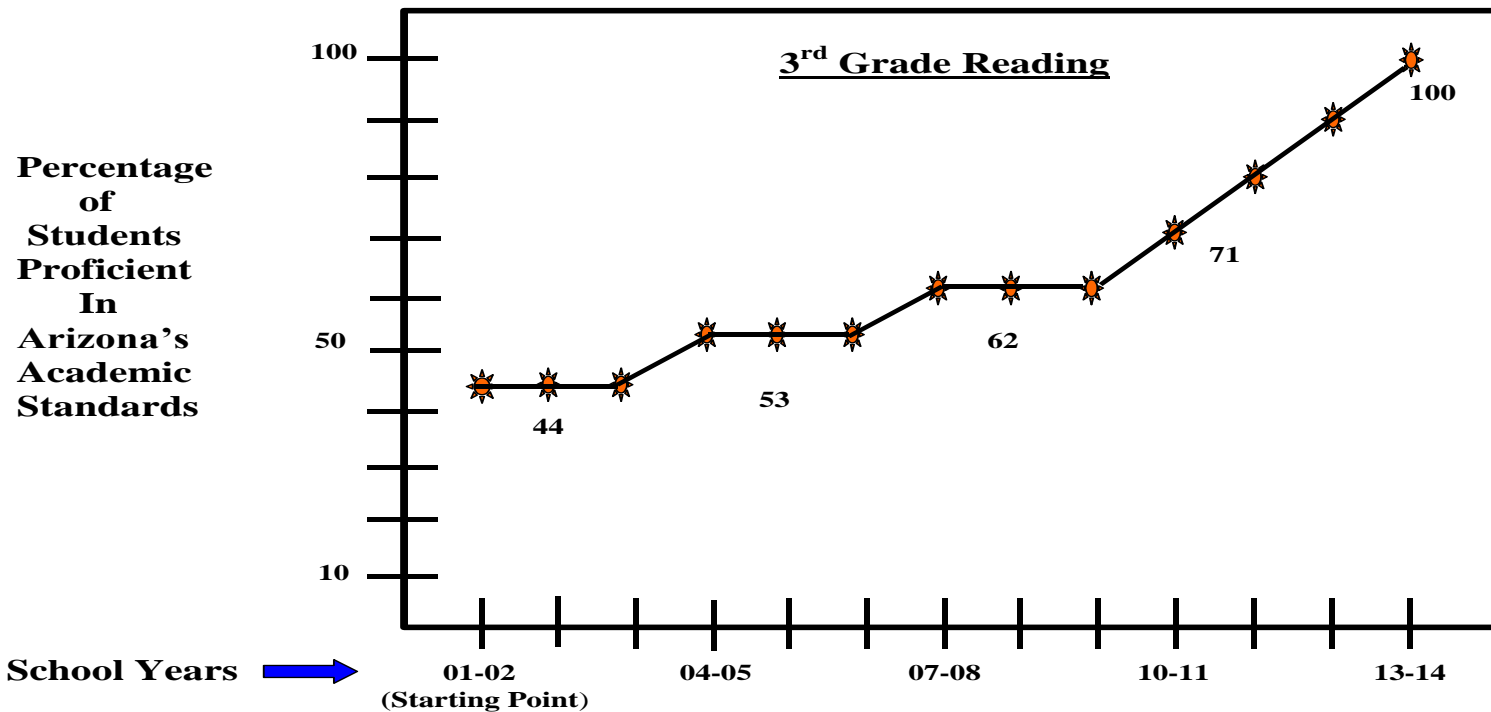
# Annual Measurable Objectives

- Annual Measurable Objectives (AMOs) = the percentage of students that must pass AIMS in order for a school to make AYP.
- AMOs differ by subject and grade, **but not by subgroup.**
- Details about the AMOs can be found in the NCLB Technical Manual.

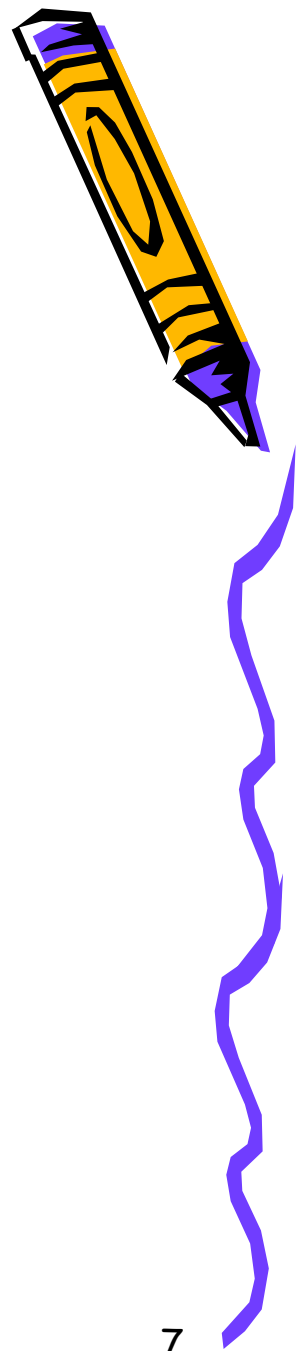


# Sample AMOs

## Arizona's No Child Left Behind Act Plan



# Four Chances to Make the AMO



- Make AMO directly
- Make AMO using confidence interval
- Make AMO via safe harbor
- Make AMO using growth model

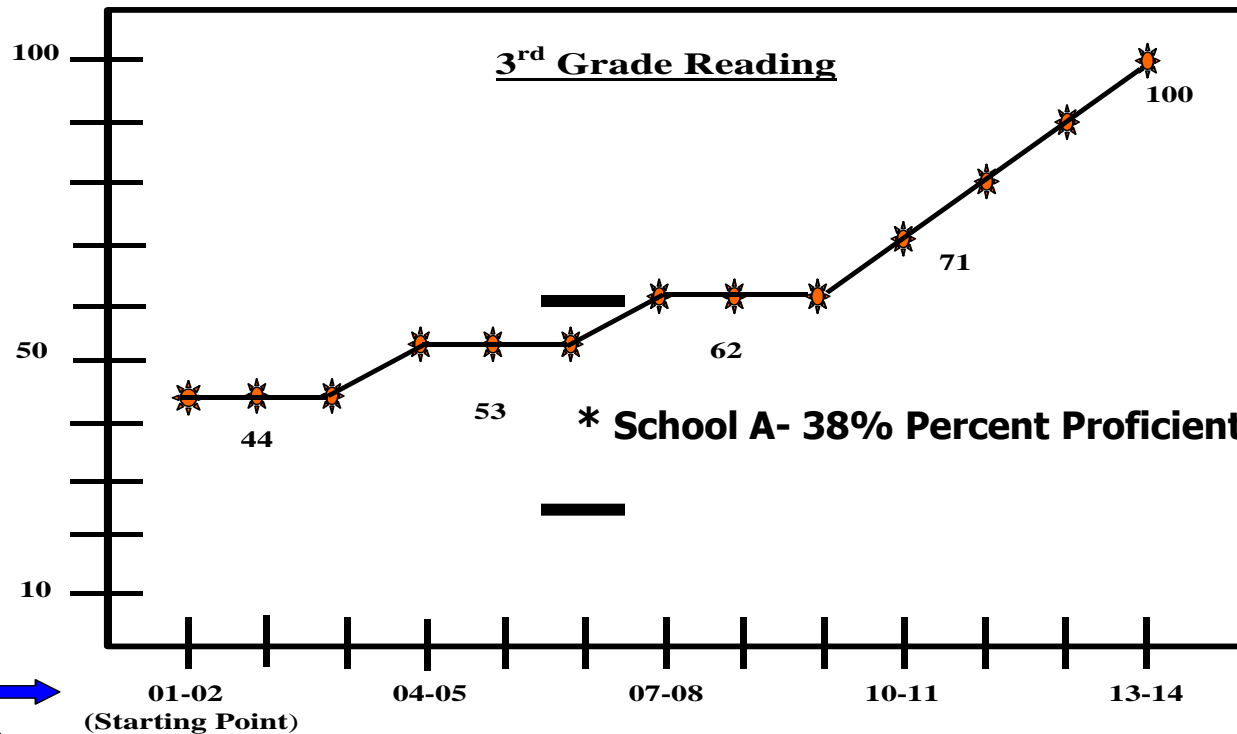


# Sample AMO and Confidence Interval



## Arizona's No Child Left Behind Act Plan

Percentage  
of  
Students  
Proficient  
In  
Arizona's  
Academic  
Standards





# Safe Harbor Determination (If Necessary by Subgroup)



- The Safe Harbor provision is a two-part test.
  - Both parts must be met.
  - Part 1: requires that a group make a 10 percent reduction over the previous year in the percent of students failing AIMS.
  - Part 2: requires that the subgroups meet the standard for the third indicator of student achievement.
    - Graduation rate for high school
    - Attendance rate for 3 - 8
      - The attendance rate used for safe harbor is grade specific rather than school-wide.



# Safe Harbor Determination (Example)



## 1. Percent Reduction:

Percent not passing 2008:	20%
Percent not passing 2009:	17%
Percent reduction	$= (.17 - .20)/.20$ $= -.03/.20$ $= -15\%$ Yes!

## 2. Other Indicator:

Attendance rate 2008:	94%
Attendance rate 2009:	93% > 90% Yes!



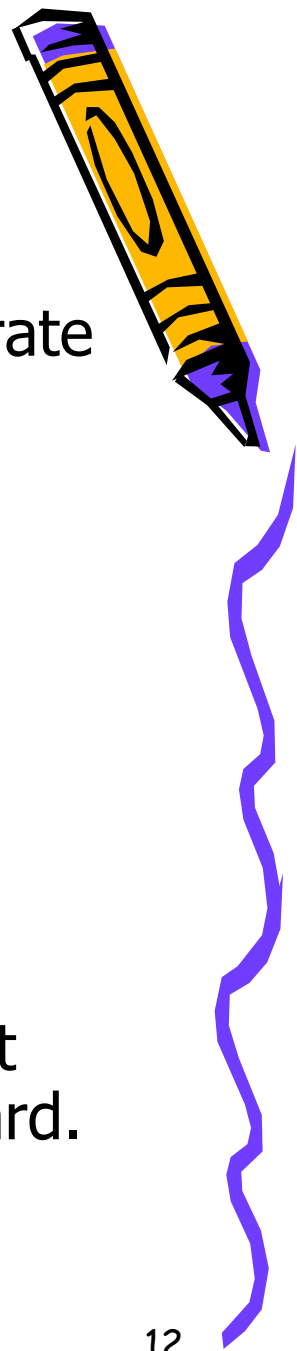
# Growth Model

- Growth Targets: Student must show sufficient growth to reach proficiency within three years or 8<sup>th</sup> grade — whichever comes first.
- Students who meet their growth target count as proficient.
- It is possible for proficient students not to meet their growth target.
- If percent of students who meet their growth targets is greater than or equal to AMO: group meets AMO — no confidence interval.



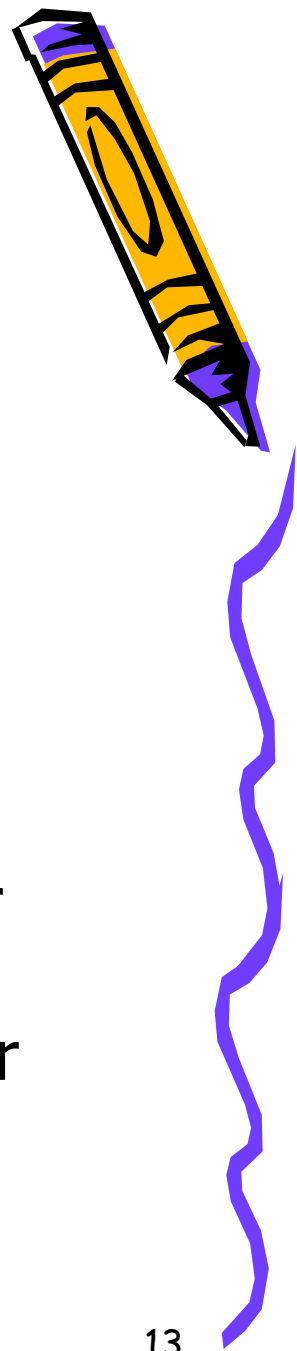
# Additional Indicator

- A high school must have a four-year graduation rate of 71 percent.
- An elementary school must have a school wide attendance rate of 90 percent.
- In both cases:
  - if a school has not met the threshold
    - a percentage point improvement in the indicator over the previous year is sufficient for it to be deemed to have met the standard.



# AYP Details

- All schools are evaluated under NCLB.
- Schools are evaluated by grade & in each subgroup specified by NCLB:
  - Race/Ethnicity;
  - Special Education;
  - Limited English Proficient; and
  - Economically disadvantaged
- Minimum group size of 40 students.
- For percent tested: best of current year or three-year average.
- Small schools: three-year average used for AMOs.



# AYP: Who's In and Who's Out

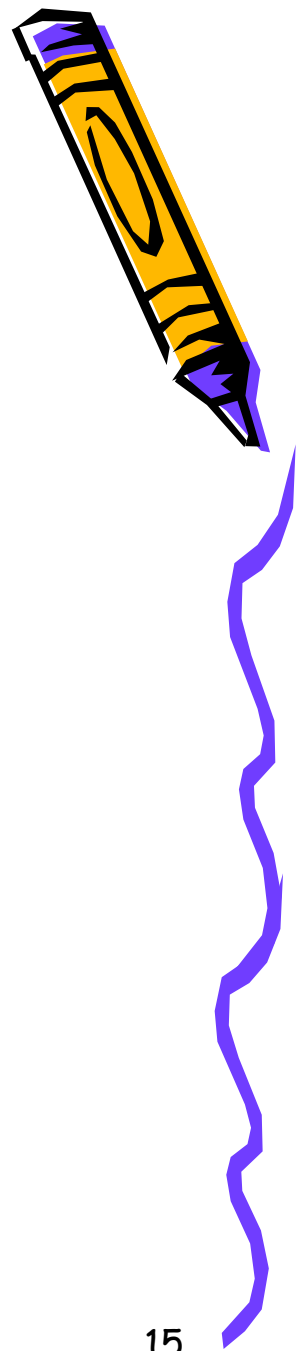


Percent Tested	IN: ALL students enrolled at testing time.
AMO	IN: All students enrolled at testing time who have been enrolled for the full academic year (FAY).
ELL Subgroup	% Tested--IN: All ELL students enrolled at testing time. AMO IN: ELL + FEP students who are FAY



# What's New for AYP for 2008-09

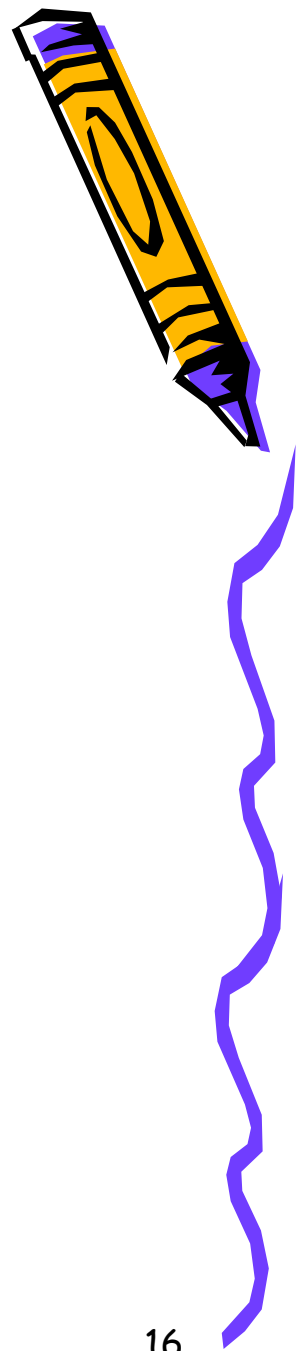
- High school evaluation based on cohort, not 10<sup>th</sup> grade.



# Now What?

## Timelines for AYP

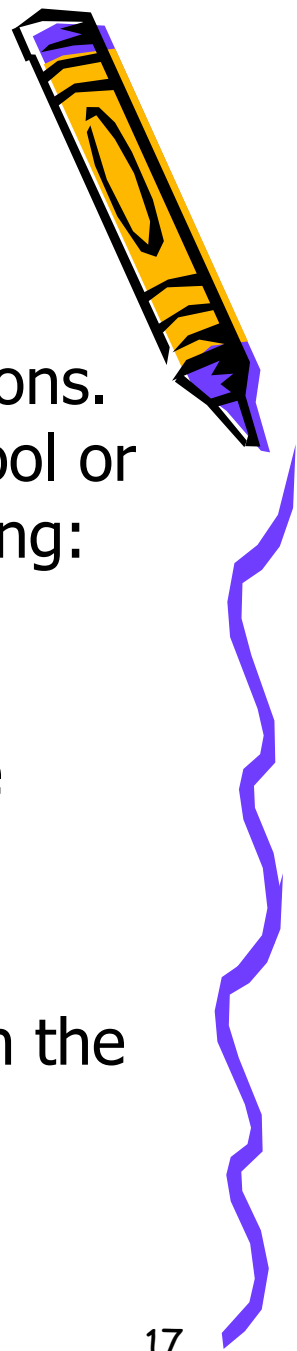
- Statistical appeal for grad rates: Close May 29, 2009
- Statistical appeal for enrollment & demographics: Close June 19, 2009
- Embargoed AIMS data via Common Logon: June 13, 2009
- AYP preliminary determinations schools and districts: June 15, 2009
- AYP appeals (substantive appeals only): June 15, 2009-  
June 26, 2009
- AYP final determinations public release: July 29, 2009





# AYP Appeals

- Schools and districts may appeal AYP determinations. Appeals must address the issues related to a school or district's failure to make AYP based on the following:
  - Statistical - use of incorrect data.
  - Substantive - one-time incidents outside of the school's/district's control that adversely affect performance.
  - Application and instructions will be available on the ADE Common Logon.



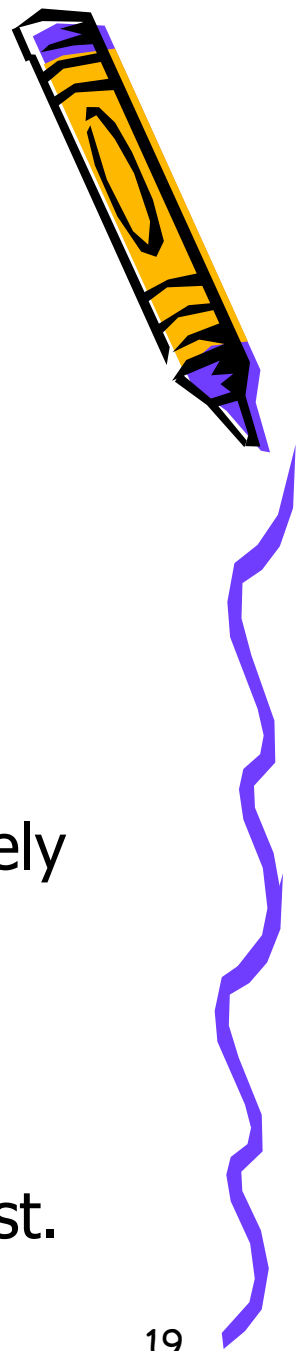
# Statistical AYP Appeals

- Examples: Students in incorrect subgroup, grade and/or school; incorrect enrollment.
- School must correct its data for appeal to be granted.
- Student counts; student program membership; and graduation rates are available.
- Ensure that program memberships, entry and exit dates, and withdrawal codes are correct and up to date before June 19, 2009.
  - No expedited process will be available to open SAIS for the correction of previous fiscal years' student information during the substantive appeals window.



# Substantive AYP Appeals (Percent Tested)

- Explain in detail why students could not be tested (including retest).
- Identify students with SAIS ID.
  - What has worked:
    - severe illness, institutionalized, extremely dire circumstances.
  - What hasn't worked:
    - excused parental absence, just "sick", unexcused absence; refused to take test.



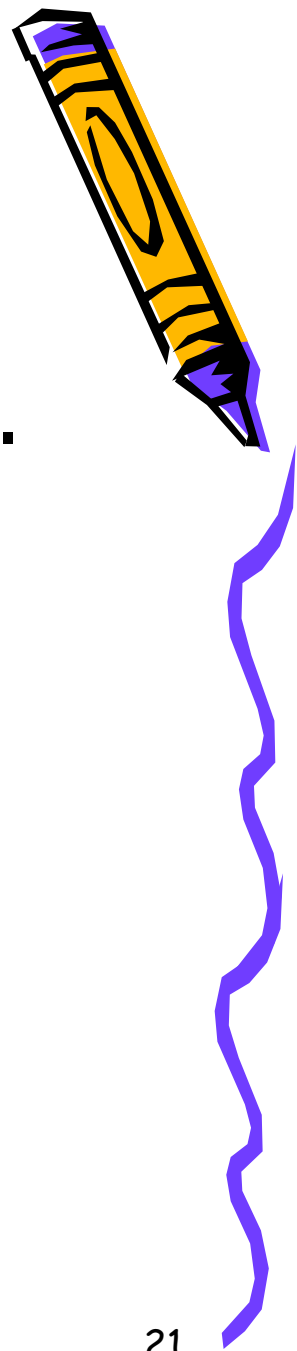
# Substantive AYP Appeals (AMOs)

- Circumstance that adversely affected test scores that is:
  - Outside of school's control.
  - Non-recurring.
- Must demonstrate impact on test scores.
- Performance of individual students may not be appealed.
  - What has worked:
    - tragic event at test time affecting teachers/students.
  - What hasn't worked:
    - construction, student demographics, district policies regarding testing/teacher assignments, demonstrations.



# AZ LEARNS

- Overview of AZ LEARNS evaluation.
- Changes for 2008-2009.
- ADE timelines for data correction, preliminary classifications, appeals, and final AZ LEARNS profiles.

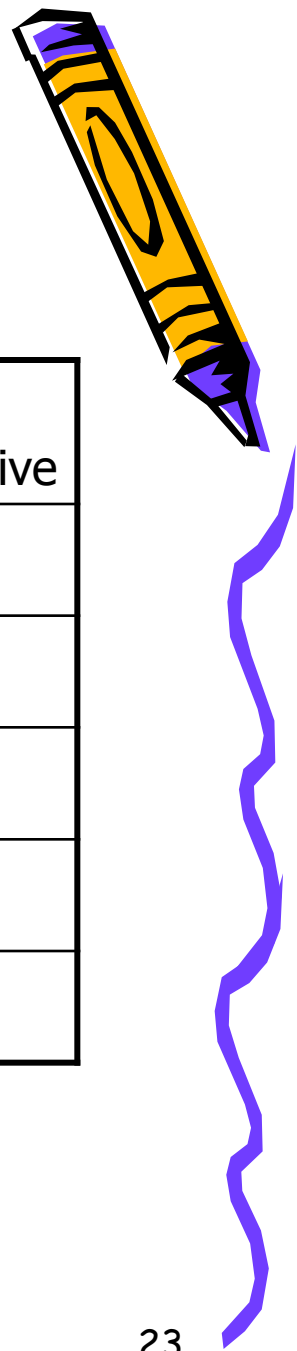


# Comparison of Arizona's Accountability Systems

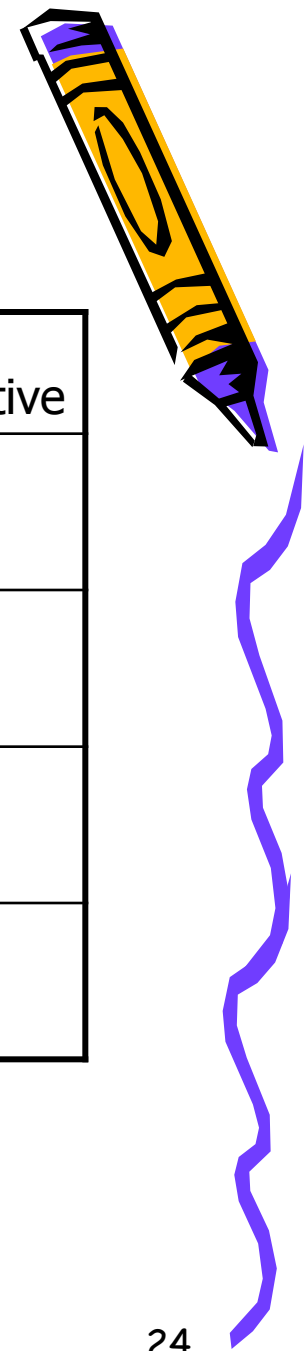
NCLB	AZ LEARNS
Required by federal law	Required by state law
One-year snapshot of student performance	Longitudinal examination of student performance
Components of evaluation: <ul style="list-style-type: none"><li>• AIMS Scores</li><li>• Percent students Assessed</li><li>• Attendance/Graduation rates</li></ul>	Components of evaluation: <ul style="list-style-type: none"><li>• AIMS Scores</li><li>• Measure of Academic Progress (MAP)</li><li>• Graduation/Dropout rates</li><li>• AZELLA</li></ul>
Labels schools on a yes/no system	Labels schools on a graded scale: <ul style="list-style-type: none"><li>• Failing to meet academic standards</li><li>• Underperforming</li><li>• Performing</li><li>• Highly Performing</li><li>• Excelling</li></ul>

# Parts of AZ LEARNS

	Elementary	Elementary w/o MAP	HS	K12	K2	Alternative
AIMS	18	18	18	18		18
MAP	8+			8+		
AZELLA	1	1	1	1		
Grad/DO			2	2		1
TerraNova					198	



# AZ LEARNS Profile Scales



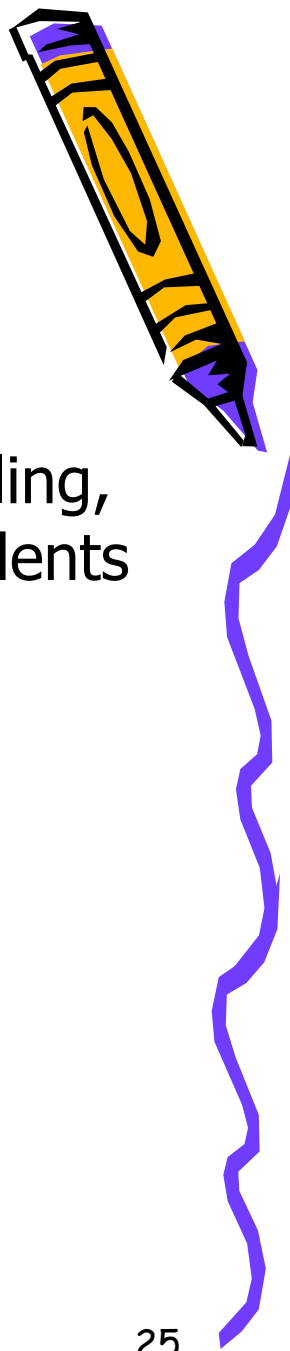
	Elementary	Elementary w/o MAP	HS	K12	K2	Alternative
Performing	13	7.7	9.4	14	70	6
Highly Performing	16	12.1	14.7	17	97	NA
Excelling	19	14.1	16.5	20	106	NA
Total	28	19	21	30	198	20



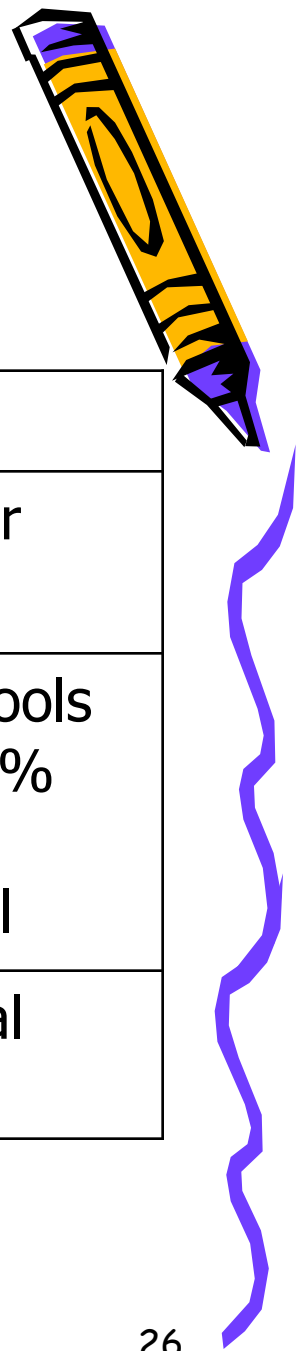


# Percentage of Students Exceeding the Standard

- To be identified as a Highly Performing or Excelling, a school must have a certain percentage of students that exceeded the standard on the AIMS.
- The profile examines the higher of:
  - An average of the past three years
  - The current year.



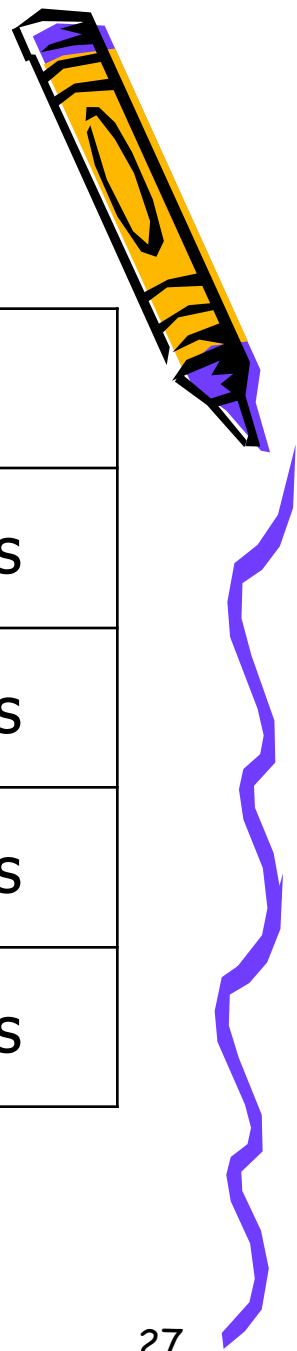
# How AZ LEARNS Measures Performance



Measure	AZ LEARNS
Status	Status: Uses current year AIMS
School Improvement/Growth	Growth: Uses AIMS, schools get credit for increasing % passing, reducing % at lowest achievement level
Student Growth	MAP: Measures individual student growth on AIMS



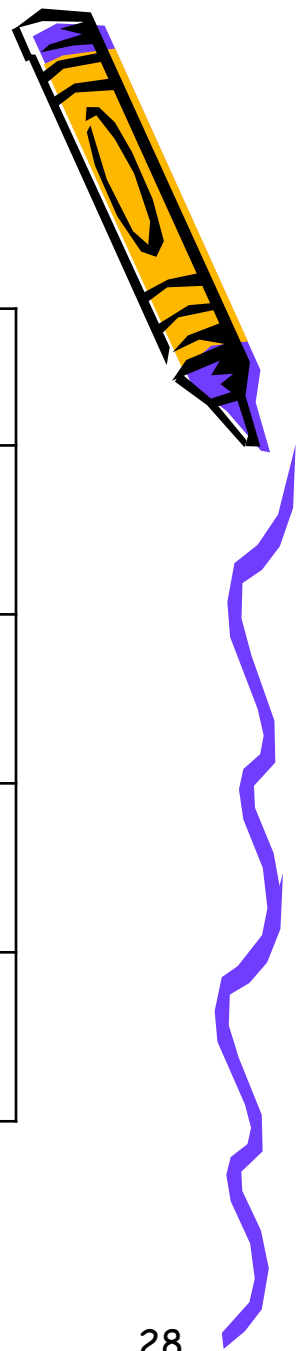
# How to Measure Performance: Status



Year	2007	2008	2009
Grade 3	% pass	% pass	% pass
Grade 4	% pass	% pass	% pass
Grade 5	% pass	% pass	% pass
High School	% pass	% pass	% pass



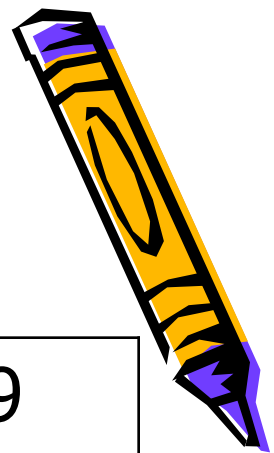
# How to Measure Performance: School Growth



Year	2007	2008	2009
Grade 3	% pass Change →	% pass →	% pass →
Grade 4	% pass Change →	% pass →	% pass →
Grade 5	% pass Change →	% pass →	% pass →
High School	% pass Change →	% pass →	% pass →



# How to Measure Performance: Student Growth

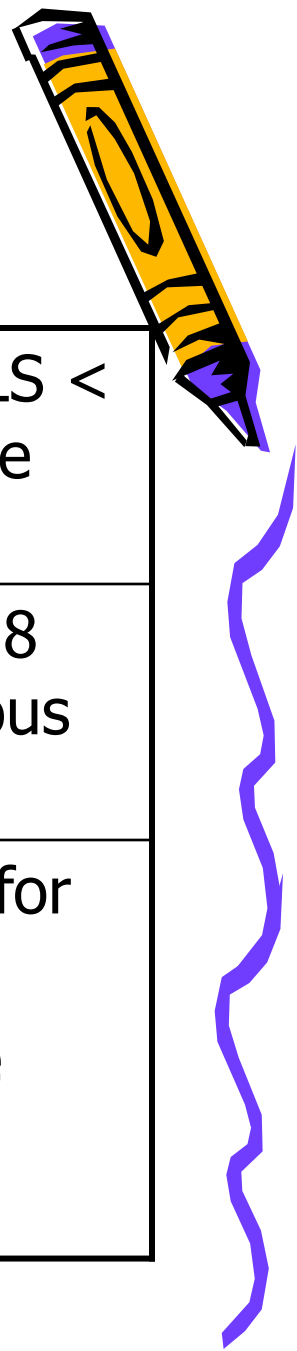


Year	2007	2008	2009
Grade 3	Change		Change
Grade 4			
Grade 5		Change	
Grade 6	Change		



# AZ LEARNS:

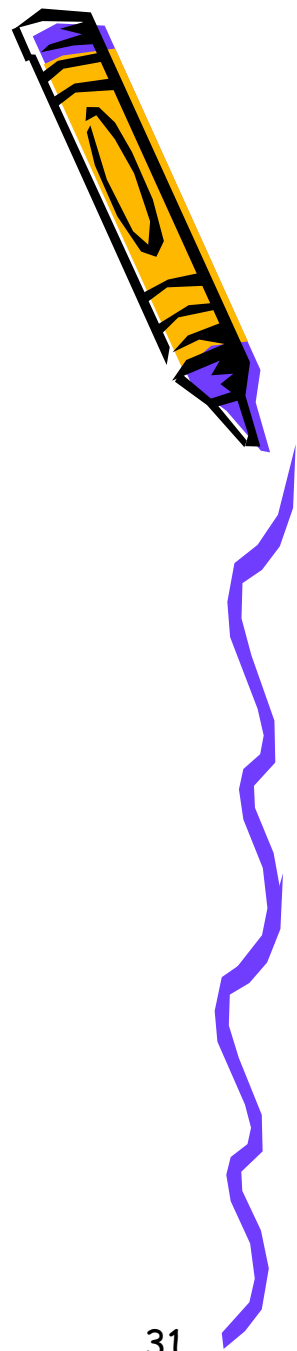
## Who's In and Who's Out



Status, Growth, Percent-Exceeding (Z-score)	OUT: Non-FAY students, ELLS < 4 years in program, alternate mods
MAP	IN: All students in grades 4-8 with a score from the previous year.
AZELLA (percent reclassified)	IN: All students in program for 150 calendar days. OUT: All students who leave program for special reason (parent withdrawal, SPED)



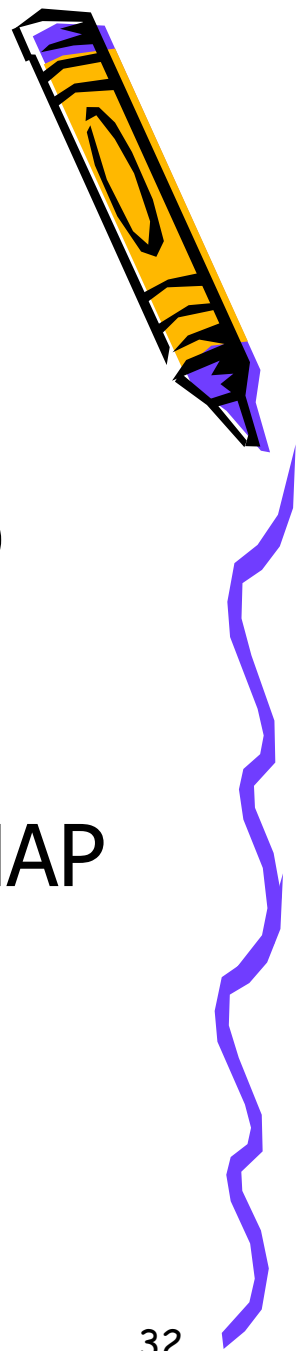
# Changes for 2009



- Set baseline for growth to 2006
- Remove AYP from formula
- Update rules for graduation/dropout rates
- Update rules for alternative schools
- Clarify rules for K-12 schools



# Removing AYP from Formula



- MAP given extra weight

Before: Points earned =  $5.2 + 0.22 \times (\text{School's growth index})$

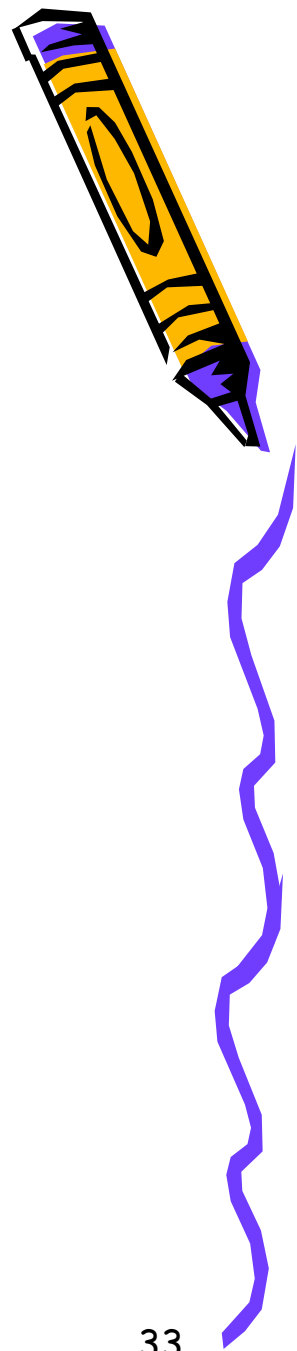
After: Points earned =  $5.9 + 0.22 \times (\text{School's growth index})$

- Scale adjusted for schools without MAP





# Changes to Graduation Rate



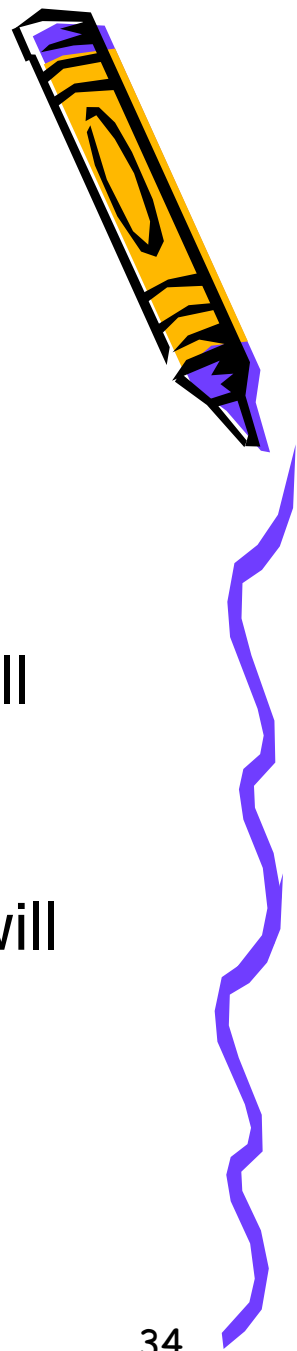
- Move baseline from 2000 to 2006.
- Growth dependent on current year rate.
- The required growth is annual average growth calculated as:

$$\text{Avg. Annual Growth} = \frac{\text{Current Rate} - \text{Baseline Rate}}{\text{Number of Years}}$$



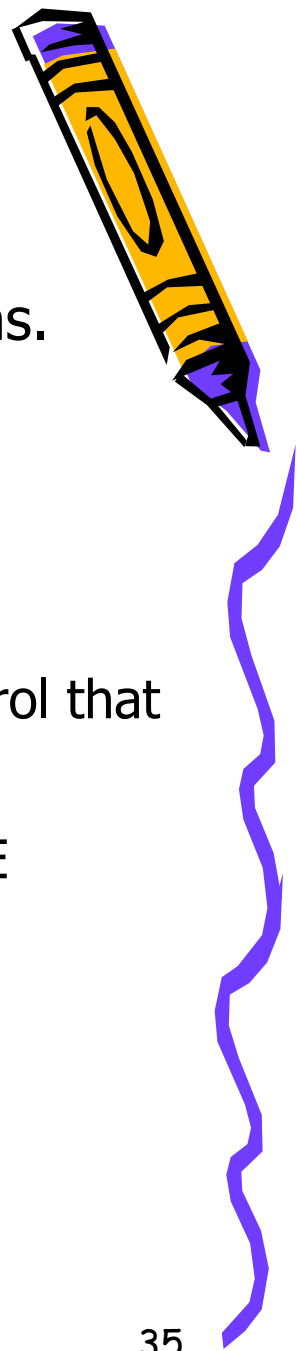
# Changes to Graduation Rate

- A school will not be evaluated on grad rate until it serves 12<sup>th</sup> grade for two years.
- The minimum cohort/group size is 15.
- Schools not evaluated on graduation rate will receive double the number of points earned via the dropout rate.
- Schools not evaluated on the dropout rate will receive double the number of points earned via the graduation rate.



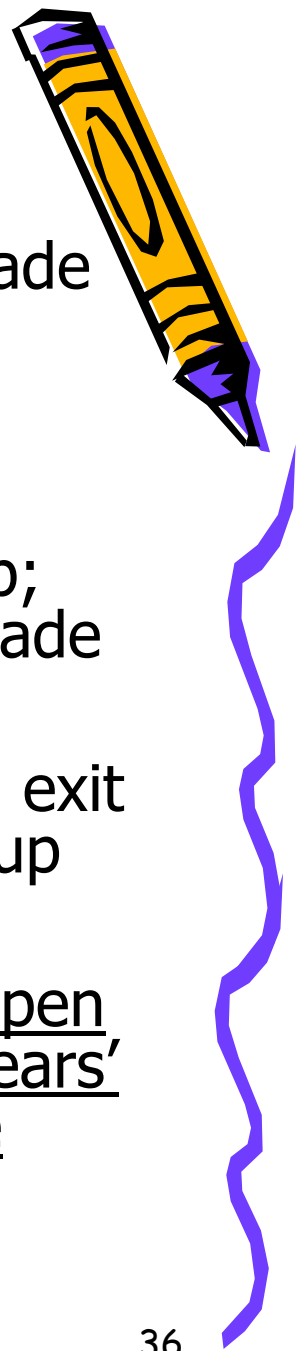
# Appeals for AZ LEARNS

- Schools can appeal Achievement Profile determinations.
- Appeals must address the issues related to a school's Achievement Profile based on the following:
  - Statistical: appeals relating to errors in data
  - Substantive: One-time factors outside the school's control that adversely affect performance.
  - Application and instructions will be available on the ADE Common Logon.



# Statistical AZ LEARNS Appeals

- Examples: Students in incorrect subgroup, grade and/or school; incorrect enrollment.
- School must correct its data for appeal to be granted.
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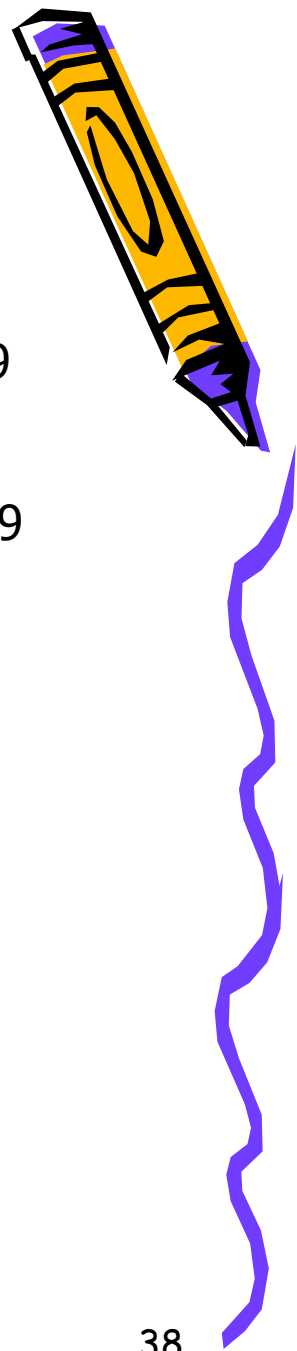
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- What has worked:
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- What hasn't worked:
  - construction, student demographics, district policies regarding testing/teacher assignments.



# Now What? Timelines for AZ LEARNS Achievement Profiles

- Statistical appeal for grad rates: Close May 29, 2009
- Statistical appeal for dropout rates & demographics: Close June 19, 2009
- Embargoed AIMS data via Common Logon: June 13, 2009
- AZ LEARNS preliminary profiles: June 15, 2009
- AZ LEARNS appeals (substantive appeals only): June 15, 2009-June 26, 2009
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# Contact Information

Arizona Department of Education  
Research and Evaluation Section

1535 W. Jefferson #16

Phoenix, AZ 85007

602-542-5151

[achieve@azed.gov](mailto:achieve@azed.gov)

[www.azed.gov/researchpolicy](http://www.azed.gov/researchpolicy)

Dr. Robert Franciosi

Deputy Associate Superintendent  
Research and Evaluation Section

